

SHELLEY MOORE



@tweetsomemoore



@fivemooreminutes



@fivemooreminutes



www.fivemooreminutes.com

www.blogsomemoore.com

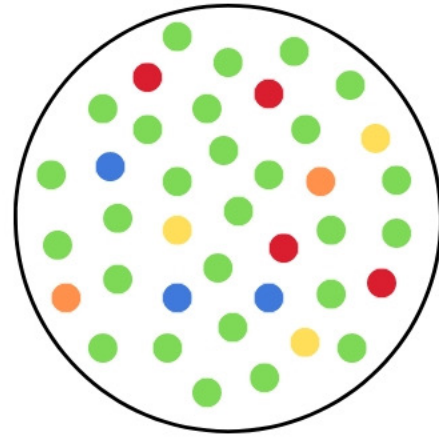


NEXWLÉLEXM (BOWEN ISLAND)

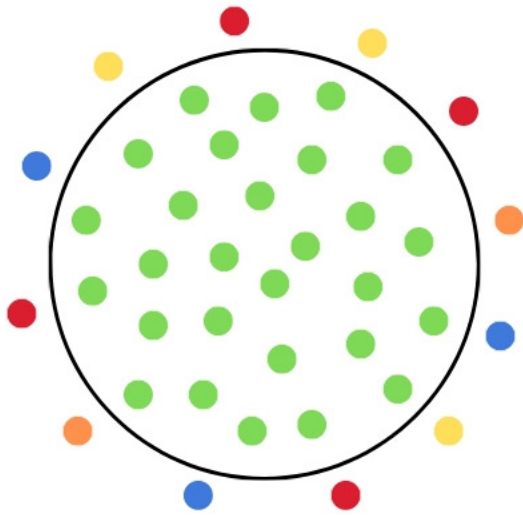
- The Islands Trust council acknowledges that the lands and waters that encompass the Islands Trust Area have been **home to Indigenous peoples** since **time immemorial** and honours the **rich history, stewardship, and cultural heritage** that embody this place we all call home.
- The Islands Trust council is committed to establishing and maintaining mutually **respectful relationships** between Indigenous and non-Indigenous peoples. Islands Trust states a **commitment to Reconciliation** with the understanding that this commitment is a **long-term relationship-building and healing process**.
- The Islands Trust council will strive to **create opportunities for knowledge-sharing** and understanding as people come together to **preserve and protect** the special nature of the islands within the **Salish Sea**.



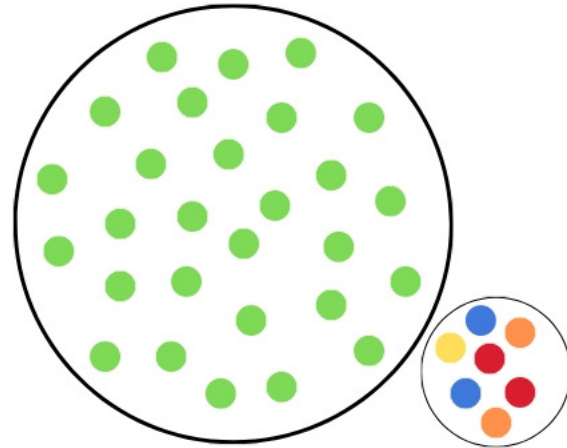
What do remember from our last session together?



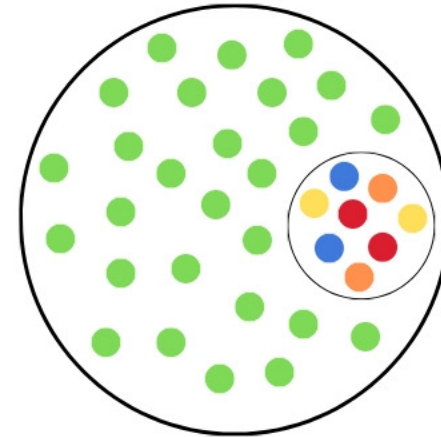
inclusion



exclusion

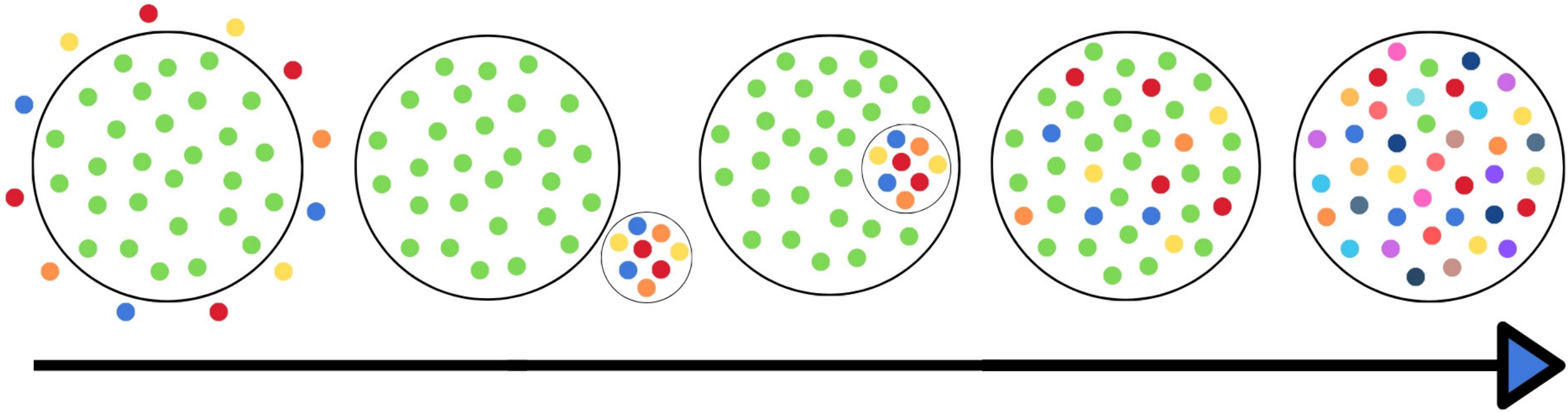


segregation

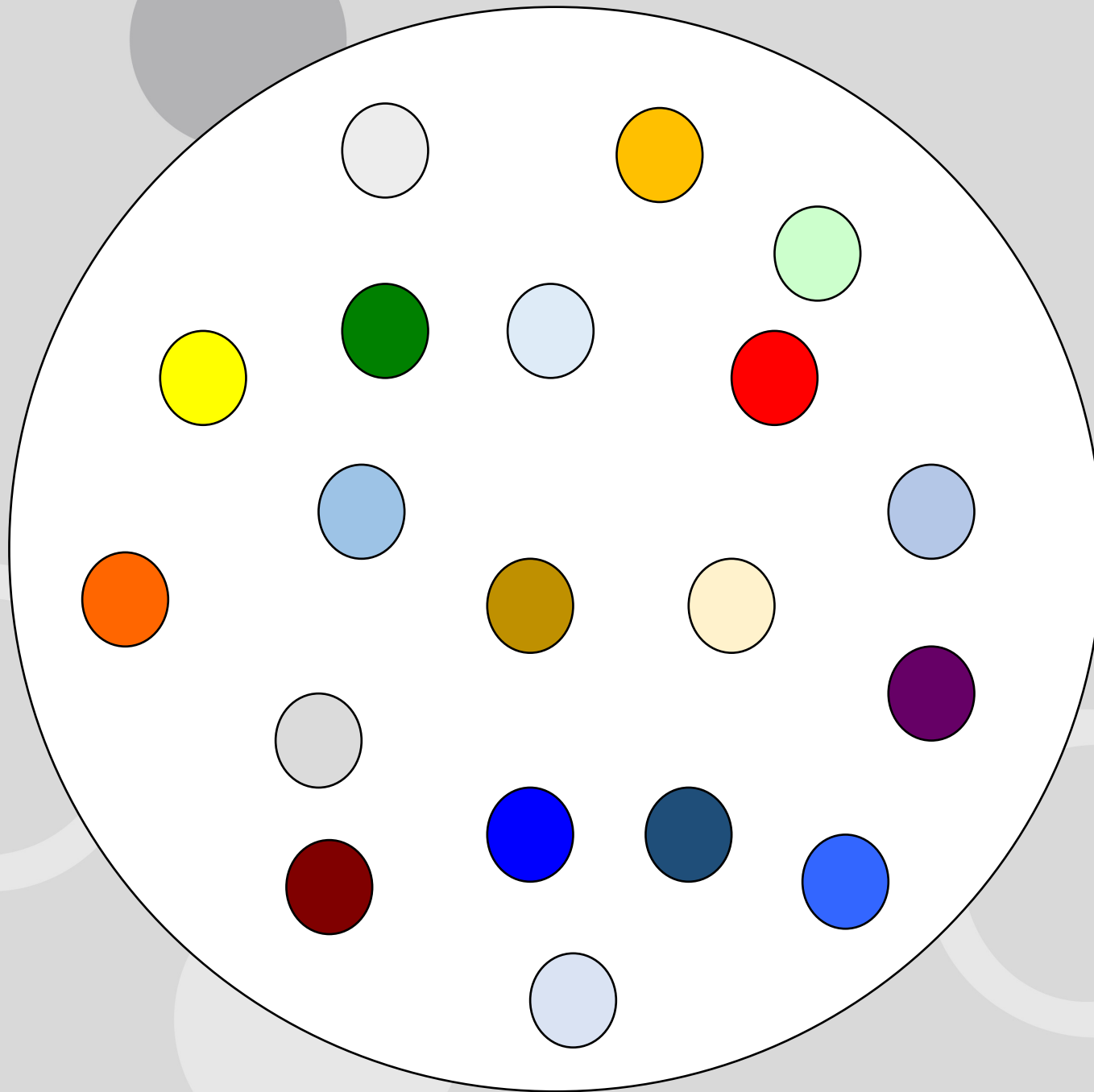


integration

WHAT IS INCLUSION?

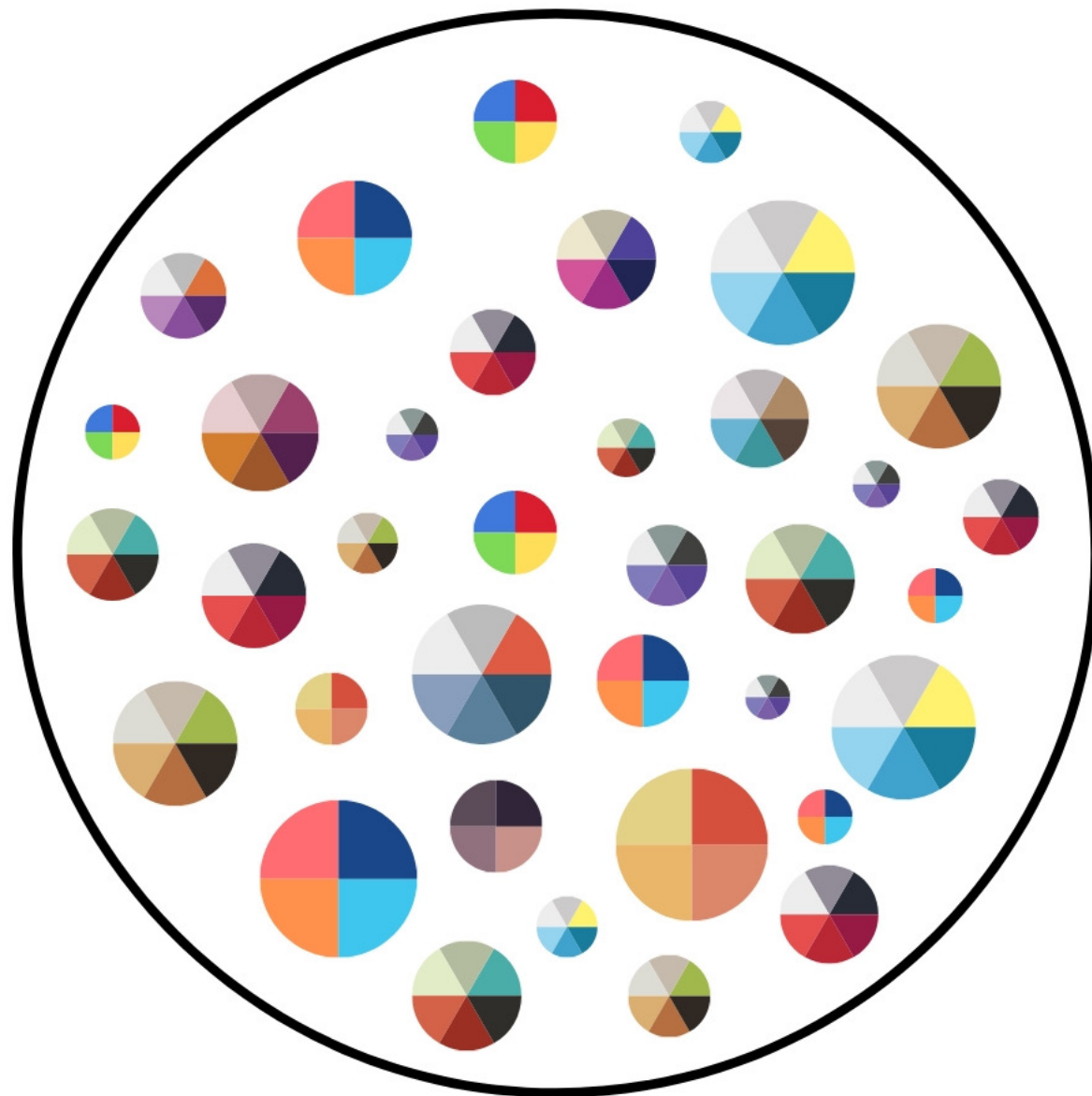


Where are you on this continuum? What's the next step?





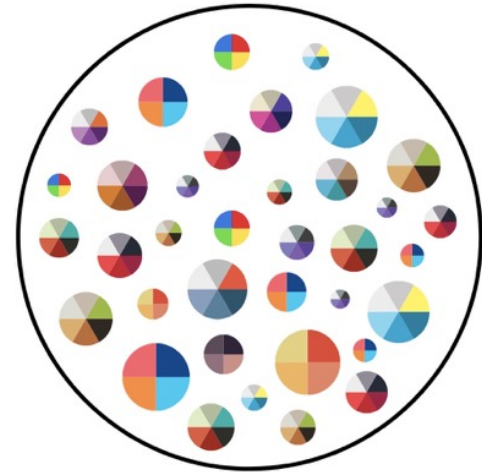
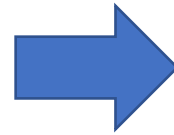
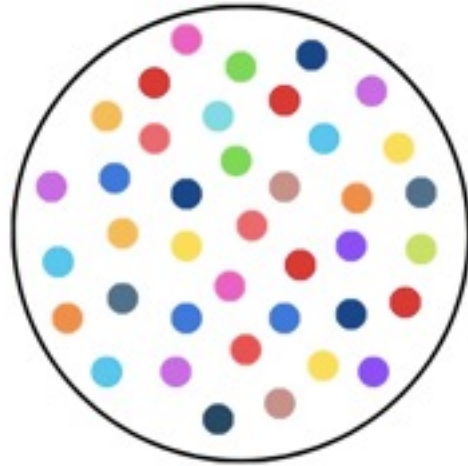
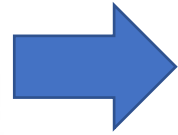
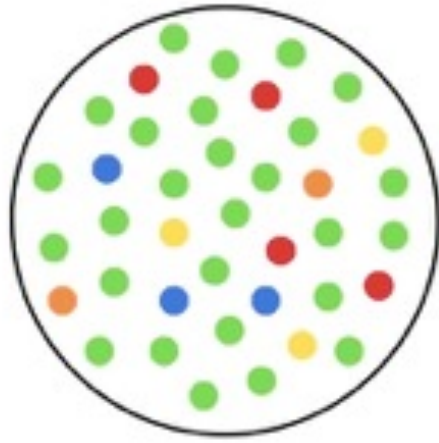
WHO IS INCLUSION?



How do we build communities of identity?



How do we build communities of diversity?



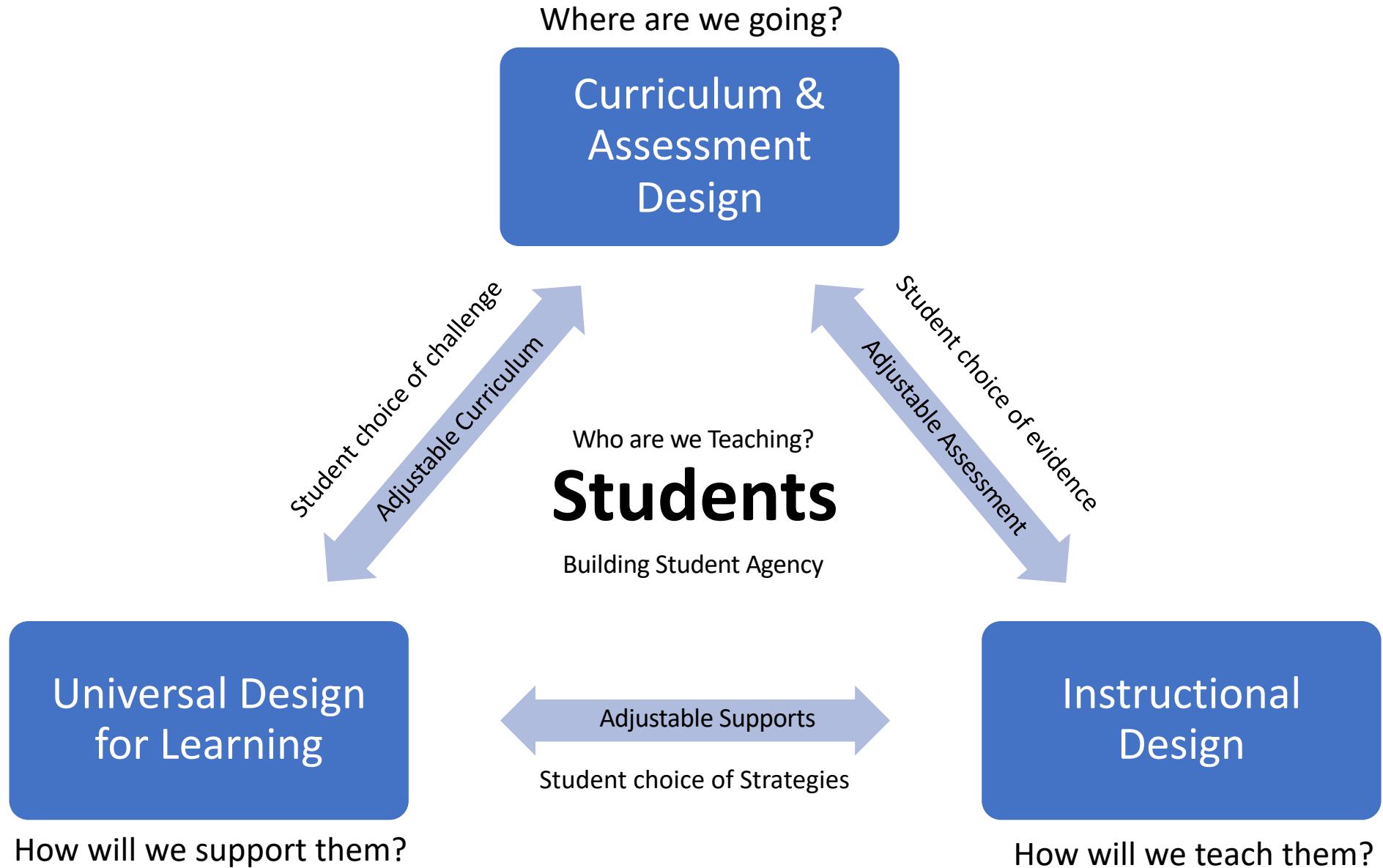
How do we include
people who are
different

How do we teach
to diversity?

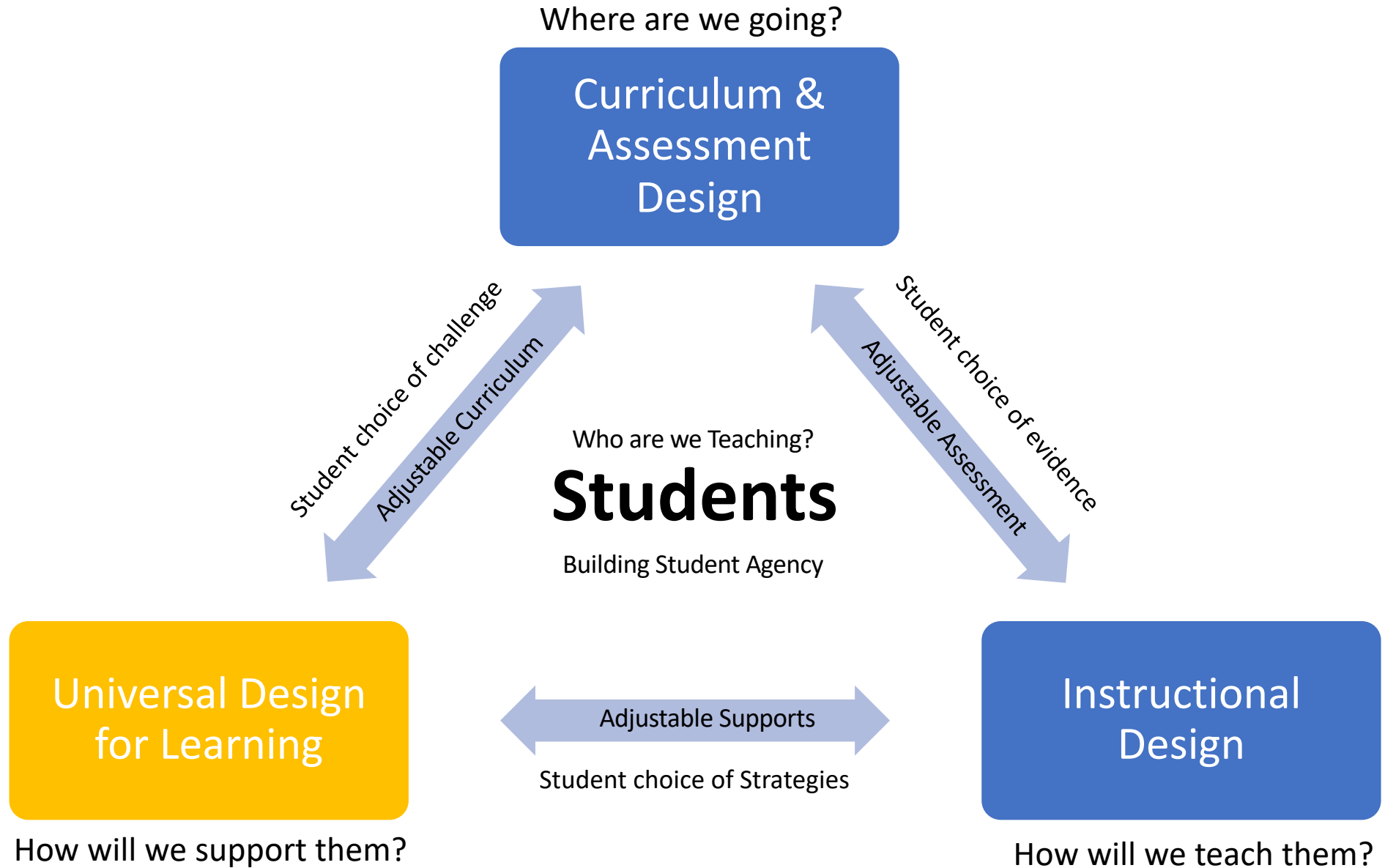
How do we
teach to
identity?

Shifting from the
Medical Model
to the Place-Person Model

How can we change the system? Designing with Equity in Mind



How can we change the system? Designing with Equity in Mind



The cupcake Model



Special Education

Medical Model

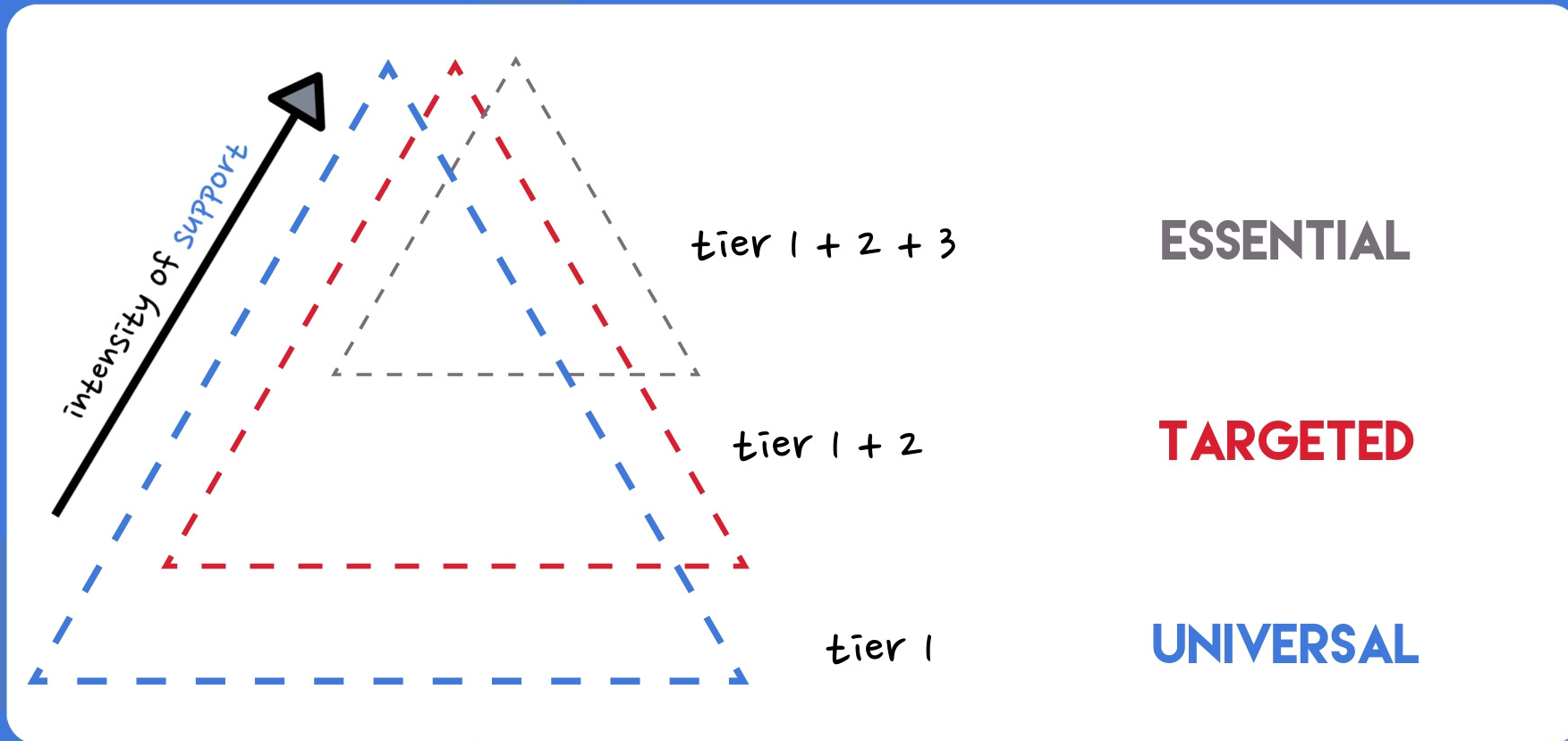
The layered cake model


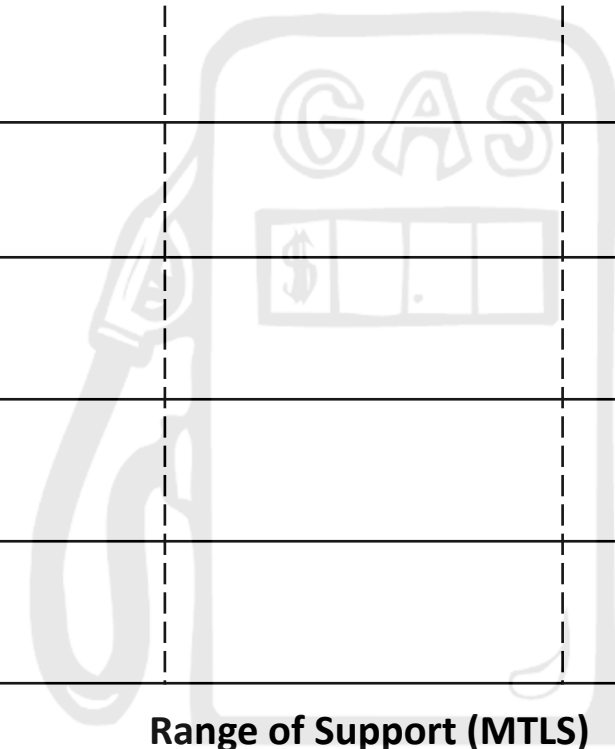



Shelley Moore, 2019

@tweetsomemoore

RTI/MTLS



Students...		Strategies & Supports		
who needs the most support		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Range of Students (RTI) 	Need			
	Need			
	Need			
	Need			
	Need			
who needs the most challenge		Range of Support (MTLS) 		

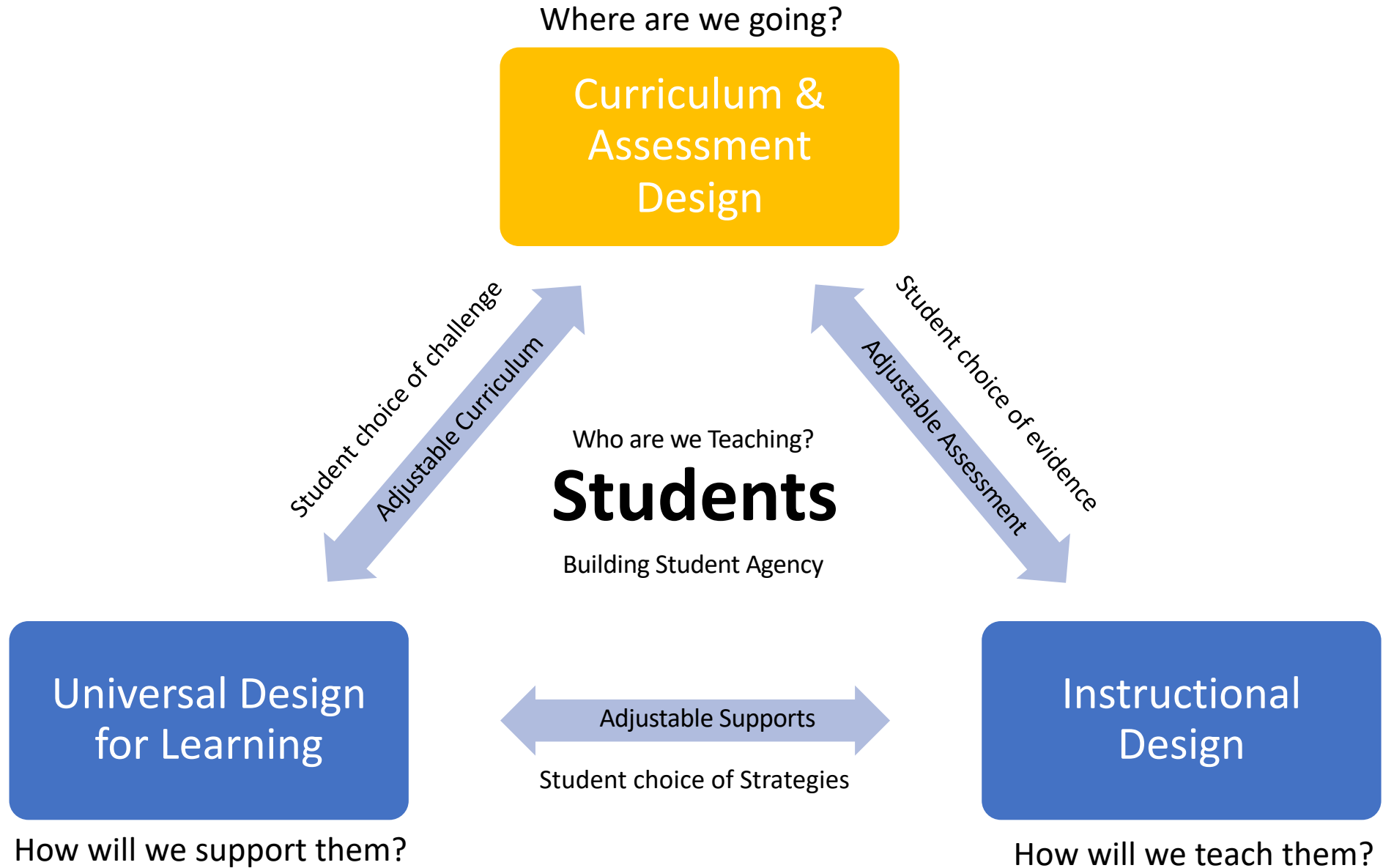
Classroom Support Plan		
Teacher(s): C. Woods	Support Staff: L. Veary (LST), K. Eigler (EA)	Lens: Math 8

Students...		Strategies & Supports		
who needs the most support ST, CH, JP (f)		Universal Support (Good for ALL)	Targeted Support (CHOICE for ALL)	Essential Support (Good for ONE)
Need Executive Functioning	JC, CH, JK, JP(f), AT, ST, LV, DV	<ul style="list-style-type: none"> • Visual instructions • Pre teach vocabulary • Structured agenda support 	<ul style="list-style-type: none"> • 2 min breaks • Using a computer for tasks • Work bin 	
Need Cognitive ability	ST, AT	<ul style="list-style-type: none"> • concept based planning • random/ strategic seating • access point/ scaffolding 	<ul style="list-style-type: none"> • Quiet location • home-communication • unlimited time for assessment 	
Need Processing Speed	JC, CH, JK, IR, LV, DV	<ul style="list-style-type: none"> • Develop/practice basic math fluency (without calculator, with manipulatives, not timed) • Windows of due dates • No marks lost for late assignments 	<ul style="list-style-type: none"> • Choice of complexity 	CH– Assistive tech (Computer)
Need Self Esteem	JB, RJ, FK, AT, ST, LV, DV, CH	<ul style="list-style-type: none"> • Strength based goals (I can...) • Strategic groupings • Build community 	<ul style="list-style-type: none"> • Check ins 	
Need Memory	DA, JB, JC, CH, FK, JK, JP(f), CS, AT, ST, LV, DV	<ul style="list-style-type: none"> • Structured agenda support • Task chunking/ reference • Highlight verbs/ key words in tasks 	<ul style="list-style-type: none"> • Home communication • Calculator • Colour coding 	
who needs the most challenge JP, CG, LJ				

Range of Students (RTI)

Range of Support (MTLS)

How can we change the system? Designing with Equity in Mind



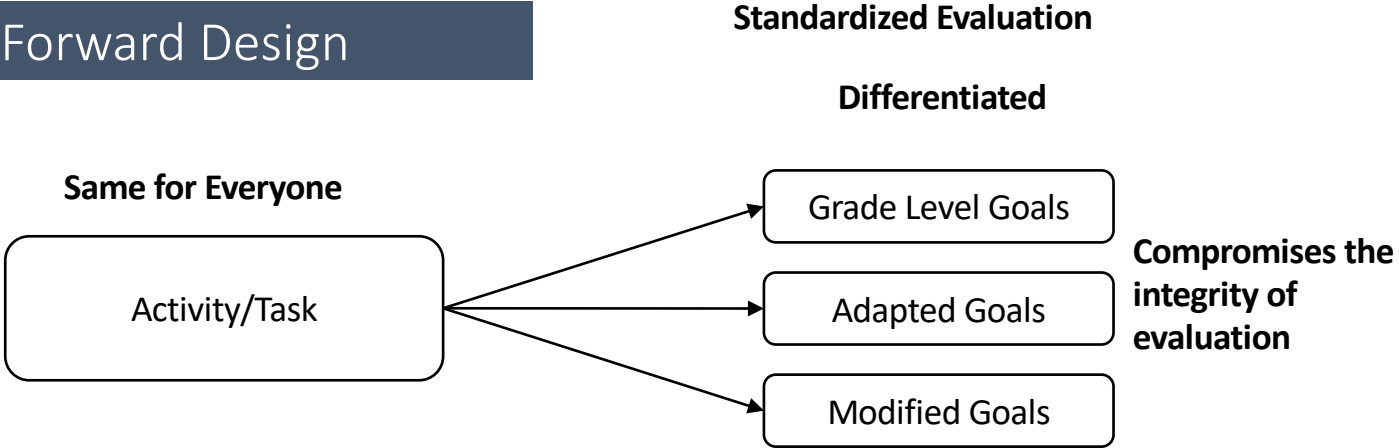
BACKWARDS DESIGN



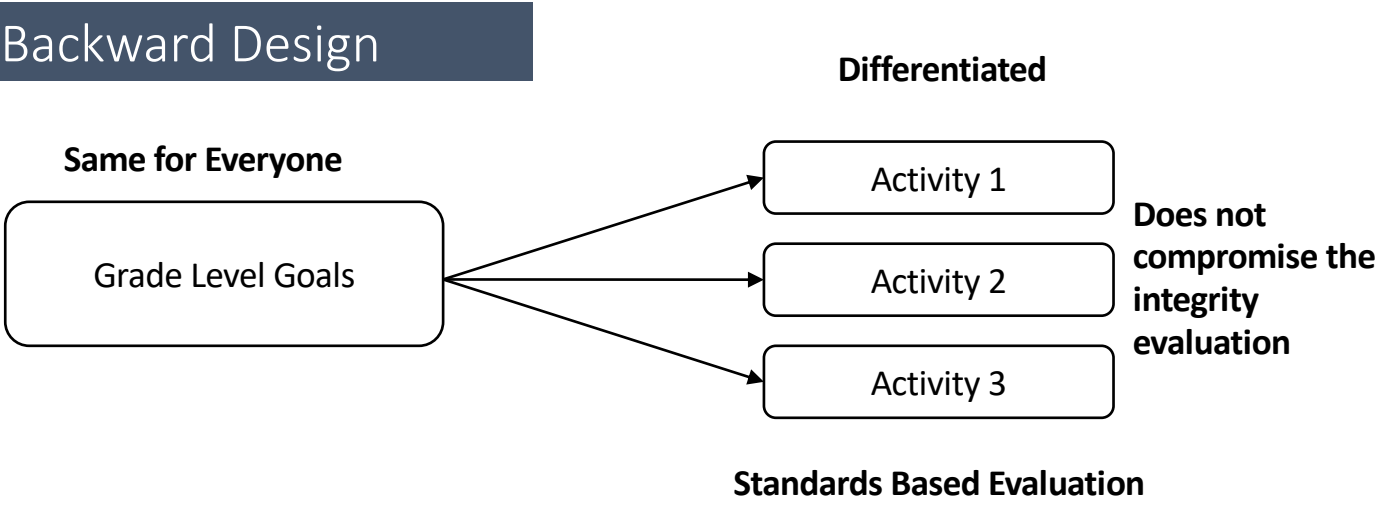
Backwards Design Big Ideas:

- Every curriculum has **curricular goals**
- We need to **choose goals** to teach for every **unit**
- We organize goals around a **big idea/question**
- We need to **translate** those goals into **student friendly language**
- **Students** need to **know the goals**
- Learning activities are **EVIDENCE of learning**
- We **evaluate goals** NOT activities
- Student choose their **best examples** of evidence (triangulation)

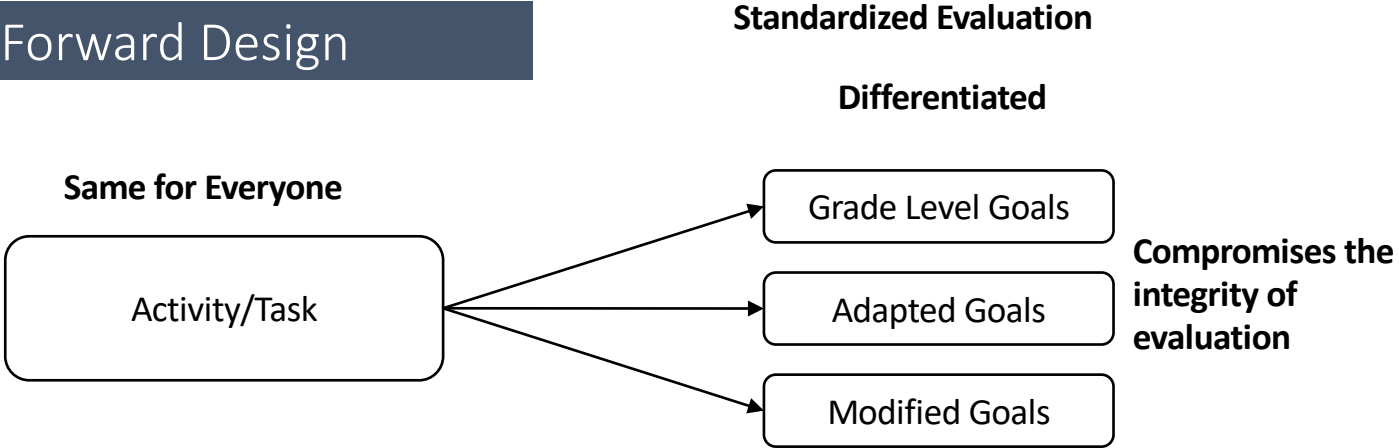
Forward Design



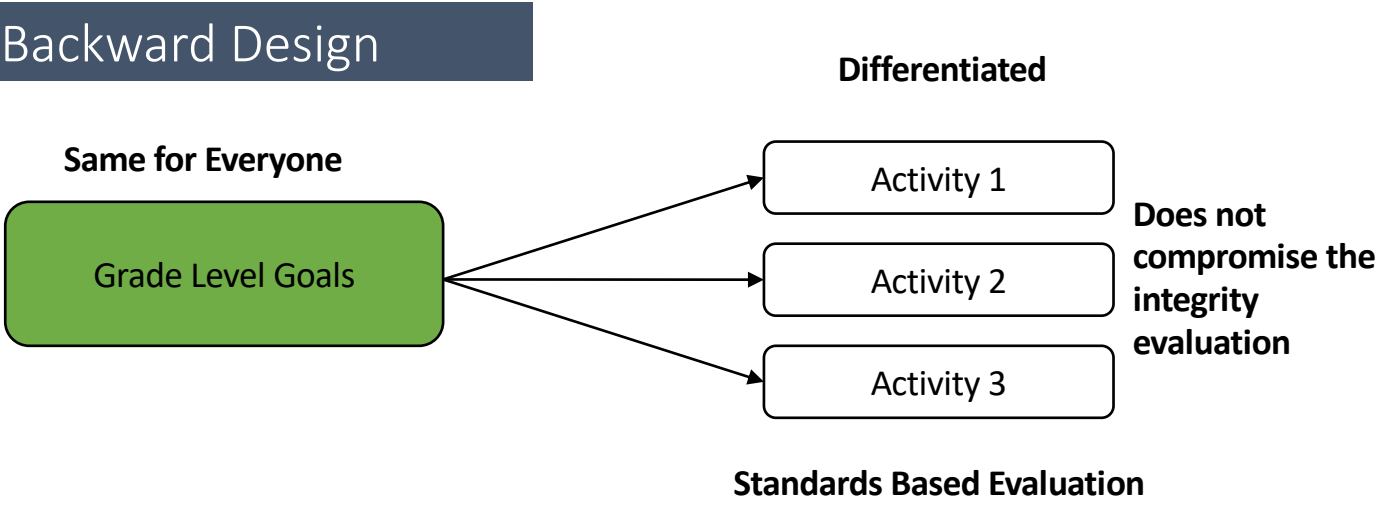
Backward Design



Forward Design



Backward Design



Goals Come From The Curriculum!



Backwards Design: Previous Curriculum

What types of goal are in the curriculum?

- **Content**

- What do we need to know?

- **Process**

- What do we need to do?

PRESCRIBED LEARNING OUTCOMES BY GRADE

GRADE 4

Processes and Skills of Science

It is expected that students will:

- make predictions, supported by reasons and relevant to the content
- use data from investigations to recognize patterns and relationships and reach conclusions

Life Science: Habitats and Communities

It is expected that students will:

- compare the structures and behaviours of local animals and plants in different habitats and communities
- analyse simple food chains
- demonstrate awareness of the Aboriginal concept of respect for the environment
- determine how personal choices and actions have environmental consequences

Physical Science: Sound and Light

It is expected that students will:

- identify sources of light and sound
- explain properties of light (e.g., travels in a straight path, can be reflected)
- explain properties of sound (e.g., travels in waves, travels in all directions)

Earth and Space Science: Weather

It is expected that students will:

- measure weather in terms of temperature, precipitation, cloud cover, wind speed and direction
- analyse impacts of weather on living and non-living things

What do you notice?

Backwards Design: What are the GOALS?

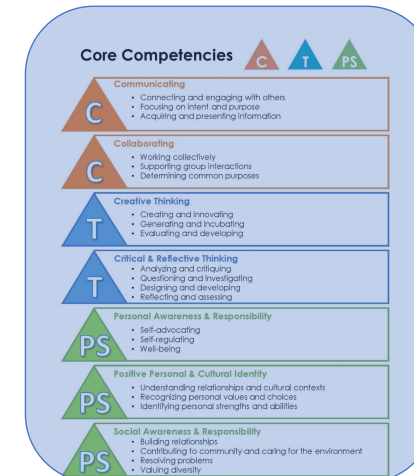
- **Backwards Design**
 - **Big Idea**
 - What do we need to understand?
 - **Content**
 - What do we need to know?
 - **Curricular Competencies**
 - What do we need to do?
 - **Core Competencies**
 - Who do we need to become?

What do you Notice?

BIG IDEAS

The increasing interconnectedness of global society carries both positive and negative consequences.	Discoveries and innovations can result in progress or decline.	The pace, pattern, and direction of historical change is the product of a highly variable and unpredictable set of processes.	Intercultural contact and conflict lead to multiple complex experiences and perspectives.
--	--	---	---

Learning Standards	
<p>Curricular Competencies</p> <p><i>Students will develop competencies needed to be active, informed citizens:</i></p> <ul style="list-style-type: none"> Use Social Studies inquiry processes (ask questions, gather, interpret and analyze ideas, and communicate findings and decisions) Compare different interpretations and assessments of the significance of people, places, events, and/or developments over time and place (significance) Ask questions and corroborate inferences about the content, origins, and purposes of multiple sources (evidence) Determine key historical turning points that led to progress and decline for different groups (continuity and change) Test and/or develop different geographic models and theories (continuity and change) Determine and assess the long- and short-term causes and the intended and unintended consequences of an event, decision, or development (cause and consequence) Explain different perspectives on past or present people, places, issues, and events, and distinguish between worldviews of today and the past (perspective) Recognize implicit and explicit ethical judgments in a variety of sources (ethical judgment) Make reasoned ethical judgments about controversial actions in the past and present after considering the context and standards of right and wrong (ethical judgment) 	<p>Concepts and Content</p> <p><i>Students will know and understand the following concepts and content related to Canada and the Early Modern World (15th to 18th Century):</i></p> <ul style="list-style-type: none"> relationships between expansion, exploration, and colonization interactions and exchanges between explorers and indigenous people, including Europeans and Aboriginal people in North America social, political, and economic systems and structures, including those of at least one indigenous society in the world religious systems and spiritual practices, including those of at least one indigenous society in the world scientific, philosophical, and technological innovations in this period, including cartography and navigation the relationship between humans and the physical environment

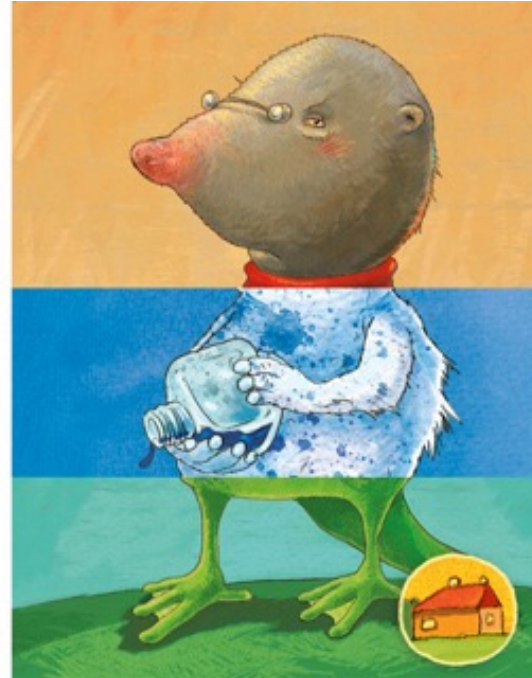


Flip Book

Miserable

Two-toed

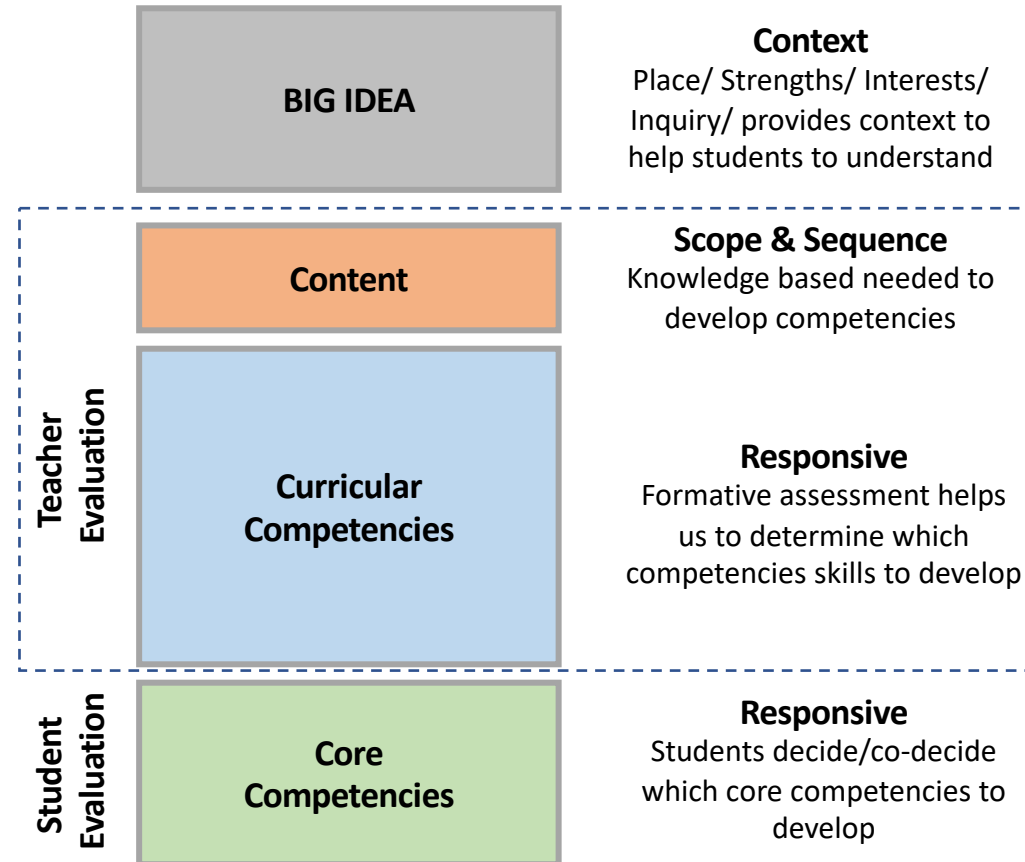
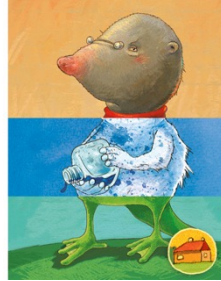
Lizard



Miserable

Two-toed

Lizard



Shelley Moore, 2021

Grade:	Subject Area:	Planning Team:
Big Idea(s): What do I need to Understand?		Unit Guiding Question(s):
Key Vocabulary:		
	Curricular Language	Student Friendly Language
What do students need to know? Knowledge Goals		I know
What do students need to do? Skills/Process Goals		I can
What do students need to do? Skills/Process Goals		I can
What do students need to do? Skills/Process Goals		I can
Who do student need to be? Competency Goals	I can become/ I am...	

Backward Design Unit Planning Template: Building the Curricular Air Plane

Class: Ms. P Gr. 2/3		Subject Area(s): Cross Curricular	Planning Team: Ms. P & Shelley
Big Idea(s): <ul style="list-style-type: none"> • Forces influence the motion of an object. (Science) • Everyone has a unique story to share. (Language Arts) 		Unit Guiding Question(s): Who are our monsters? What are their stories ? How can we use forces to help us catch them?	
Unit Goals	Curricular Language		Student friendly language
Content Goal: Science (2)	types of forces		I know different types of forces
Content goal: Language Arts (2/3)	Story/text: elements of a story		I know what makes a story
Curricular Competency Goal: ADST (2/3)	Making: Make a product using known procedures or through modelling of others		I can make something for a purpose
Curricular Competency Goal: Science (2/3)	Safely manipulate materials to test ideas and predictions		I can make a plan and try out my ideas
Curricular Competency Goal: Language Arts (2/3)	Plan and create a variety of communication forms for different purposes and audiences		I can create a story for an audience
Curricular Competency Goal: Art (2/3)	Exploring and creating: Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts		I can create many things using different art tools and materials
Core Competency Goal: (Profile 1/2)	Creative Thinking: I get ideas when I play (1) I can get new idea or build on or combine other people's ideas to create new things within the constraint of a form, a problem or materials (2)		We are creative thinkers because we get new ideas! I get new ideas by: (Students choose): <ul style="list-style-type: none"> • using my senses to explore • changing what I am doing • trying something new • solving a problem in a new way

**Who are our monsters? What are their stories?
How can we use forces to help us catch them?**

Name:		Date:	
I'm still working on it...	My goals	I got it!	How do I know? What is my evidence?
	<ul style="list-style-type: none"> I know different types of forces 		
	<ul style="list-style-type: none"> I know what makes a story 		
	<ul style="list-style-type: none"> I can make something for a purpose 		
	<ul style="list-style-type: none"> I can make a plan and try out my ideas 		
	<ul style="list-style-type: none"> I can create a story for an audience 		
	<ul style="list-style-type: none"> I can create many things using different art tools and materials 		

Grade:	Subject Area:	Planning Team:
Big Ideas:		Unit Guiding questions: Why do we need to learn how to add and subtract? Where in our lives do we use addition and subtraction?
Content Goal:	addition and subtraction to 10 000	I know how to add and subtract numbers up to 10 000
Content Goal:	addition and subtraction facts to 20 (developing computational fluency)	I know how to add and subtract up to 20 in my head
Curricular Competency Goal:	Develop mental math strategies and abilities to make sense of quantities	I can use mental math to understand “how much/how many?”
Curricular Competency Goal:	Develop and use multiple strategies to engage in problem solving	I can solve problems using different strategies
Curricular Competency Goal:	Communicate mathematical thinking in many ways	I can share my thinking in many ways
Curricular Competency Goal:	Connect mathematical concepts to each other and to other areas and personal interests	I can connect what I am learning in math to me and my life

Essential Question: What does it mean to be personally aware and responsible and how can this help me in my life inside and outside of school?

Key vocabulary: goal, celebrate, effort, accomplishment, persevere, advocate, plan, initiative

Goals

Competency Goal I can be personally aware and responsible by being **self determined**

Competency Goal I can be personally aware and responsible by being **self regulated**

Summative Tasks (Self Evaluation)

New format
(3D model) Create a 3D model that represents your understanding of being personally aware & responsible

Choice Format
(letter, comic book, conversation) Describe how being personally aware & responsible connects to and can help you in your own life

Grade: 9	Subject Area: Social Studies	Planning Team: Heather, Jenny, Shelley
Big Idea: Exploration, expansion, and colonization had varying consequences for different groups		Unit Guiding Question(s): Where are the traces of exploration, expansion and/or colonialization in our community and the world? What artifacts remain and/or are being created to honour the past, present and future in ethical ways?
	Curriculum	Student Friendly Goals
Content Goal 1:	exploration, expansion, and colonization	I know exploration I know expansion I know colonization I know how they are connected
Curricular Competency Goal:	Determine which causes most influenced particular decisions, actions, or events, and assess their short- and long-term consequences (cause and consequence)	I can describe what influences causes (actions and events) I can figure out the short and long term consequences (effects)
Curricular Competency Goal:	Explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective)	I can explain different perspectives I can compare different perspectives
Curricular Competency Goal:	Make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past (ethical judgment)	I can make ethical judgements I can assess historical perspectives

Social Studies 9: What Can we Learn from Artifacts?

Our Unit Questions

- Where are the **traces** of **exploration, expansion** and/or **colonialization** in our community and the world?
- What **artifacts** remain and/or are being created to **honour** the past, present and future in **ethical** ways?
- How can we communicate and educate other about the **traces** of **colonialism**?

Important vocabulary to know and use

exploration	resources	short term
expansion	civilizations	long term
colonization	cause & consequence	perspective
values & beliefs	worldview	ethical judgement
artifacts	traces	honour

What are the goals and how will we meet them?

Our Goals for this Unit

Summative Task Activities

Content Goal: I know exploration, expansion, and colonization	Choose an artifact that was created and celebrated in the name of exploration, expansion and/or colonialization
Curricular Competency Goal: I can determine which causes most influenced particular decisions, actions, or events, and assess their short-and long-term consequences (cause and consequence)	Why was this artifact created? What was it celebrating?
Curricular Competency Goal: I can explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective)	What do you think the response to this artifact would have been at the time? What are some alternative perspectives of the celebration of this artifact?
Curricular Competency Goal: I can make ethical judgments about past events, decisions, or actions, and assess the limitations of drawing direct lessons from the past (ethical judgment)	What would be your ethical judgement, as to whether or not this artifact should continue to be celebrated and/or maintained?

One point rubric

Name:		Date:			
Unit Guiding questions: Where are the traces of exploration, expansion and/or colonialization in our community and the world? What artifacts remain and/or are being created to honour the past, present and future in ethical ways?					
I still need support		I can do this!		I need some challenge	
		I know exploration			
		I know expansion			
		I know colonization			
		I know how they are connected			
		I can describe what influences causes			
		I can figure out the short- and long-term consequences			
		I can explain different perspectives			
I can compare different perspectives					
I can make ethical judgements					
I can assess historical perspectives					

Grade: 8	Subject Area(s): English	Planning Team: AD Rundle
Big Idea: Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.		Unit Guiding Question(s): How can I be active citizen? How can I use oral language to be an active citizen and my contribute to community?
Content Goal	I know oral language features and strategies I know elements of visual and graphic texts	
Curricular Competency Goal	I can construct meaningful connections between self, text and world	
Curricular Competency Goal	I can synthesize ideas from a variety of sources to build understanding	
Curricular Competency Goal	I can use writing and design processes to plan, develop, and create engaging and meaningful oral texts for a variety of purposes and audiences	
Curricular Competency Goal	I can assess and refine oral texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message	

Course/Subject/Grade(s): English Studies 12

Unit Big Idea: The exploration of **text** and **story** deepens our understanding of diverse, complex ideas about identity, others, and the world.

Guiding Unit Questions: **How does a moral individual exist in an immoral world? How does a good person, exist in an evil world?**

Goals

Content:

I know reading strategies
I know elements of style

Curricular Competencies

I can construct meaningful personal connections between self, text, and world

I can think critically, creatively, and reflectively to analyze ideas within, between, and beyond texts

I can express and support an opinion with evidence

I can use **writing and design processes** to plan, develop, and create engaging and meaningful texts for a variety of purposes and **audiences**

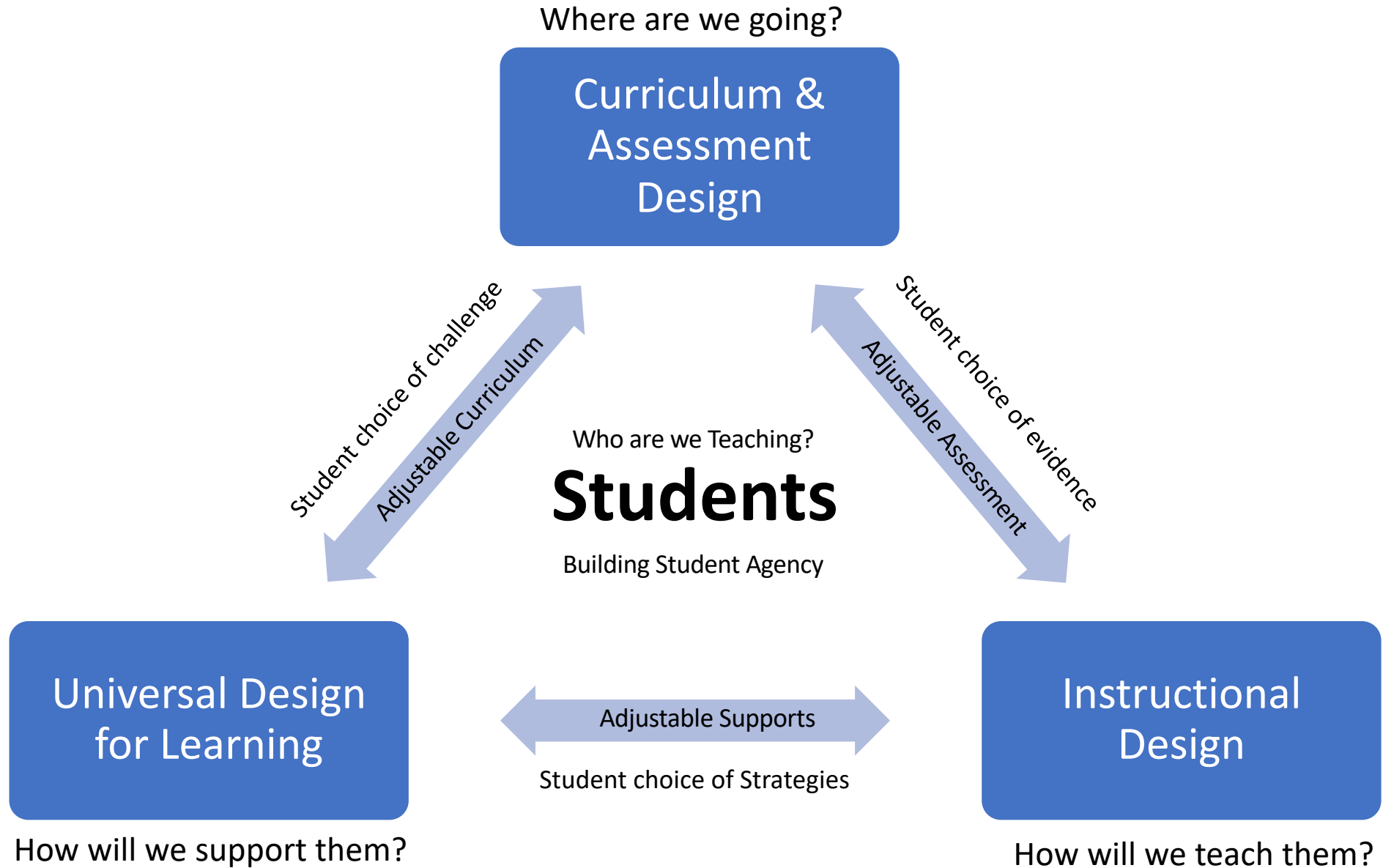
I can assess and **refine texts to improve their clarity, effectiveness, and impact**

Backwards Design Big Ideas:

- We **target goals/ learning standards** for every **unit**
- We organize goals around a **big idea/question**
- We need to **translate** those goals into **student friendly language**
- **Students** need to **know the goals**
- Learning activities are **EVIDENCE of learning**
- We **evaluate goals** NOT activities

How could Backwards Design
have a role in Tier 1 Support Planning?

How can we change the system? Designing with Equity in Mind



What is your take away from today?

SHELLEY MOORE



@tweetsomemoore



@fivemooreminutes



@fivemooreminutes



www.fivemooreminutes.com

www.blogsomemoore.com

